DOCUMENT RESUME

ED 234 286 CG 016 880

AUTHOR Blangiardo, John; Gold, Judith
TITLE Alternatives Drug and Alcohol Prevention Program. Self Evaluation, 1981-82.
INSTITUTION Community School District 22, Brooklyn, N.Y.
PUB DATE Oct 82
NOTE 55p.
PUB TYPE Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Alcoholic Beverages; *Drug Abuse; *Drug Education; Feedback; *Prevention; *Program Effectiveness; Program Evaluation; Secondary Education; *Secondary School Students; *Self Evaluation (Groups); Student Behavior; Youth Programs
IDENTIFIERS Alternatives Prevention Program NY

ABSTRACT

Alternatives, the Drug and Alcohol Prevention Program of Community School District 22 in Brooklyn, N.Y., is a broad-based substance abuse prevention program funded by the state that provides direct services to students and their families through three service modalities. These are prevention services, which provide students, parents, and the community with understandings of the nature and factors of substance abuse, primarily through prevention groups; intervention services, focusing on the needs of at-risk or using individuals either in small groups or individually; and the Alternate Class, which services students who do not function in the normal class setting. To evaluate the program's effectiveness, staff members, school district principals, parent associations, alternate class participants and their parents, and 345 students were surveyed during October 1981 and February 1982. Recommendations, based on survey results, included a more balanced male/female staff, intervention services for female students, and identifying the factors that relate specifically to the primary reasons for admission and measuring the change in these factors. (Descriptive and evaluation data are provided in separate sections and include a staff and student profile, review of service levels, and detailed survey results for each group surveyed. The appendix contains the Alternatives Program Student Profile form, the survey form for staff, principals, parent associations, students, and alternate class parents; the Alternative Questionnaire for group participation; and the Fordham University Survey and Piers-Harris Self Concept Questionnaire). (JAC)

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Alternatives

DRUG AND ALCOHOL PREVENTION PROGRAM

SELF-EVALUATION

JOHN BLANGIARDO, M.A.

&

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OCTOBER 1982

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ACKNOWLEDGEMENTS

The authors are indebted to the following persons and institutions, whose contributions proved invaluable to the content, structure, and completion of this project.

NIDA (National Institute of Drug Abuse), and the Bureau of Prevention for their support of our Prevention effort; NPERN (National Prevention Evaluation Resource Network), and especially Michael Klitzner of the NPERN staff; the NPERN publication, Handbook for Prevention Evaluation; our NPERN sponsored consultants Claudia Merkel-Keller and Sam Costa; all of whose expertise in the area of designing evaluations was most helpful.

Contributions were made by the Fordham University Drug Abuse Research Program, under the direction of Dr. Stephen Wepner and his staff: Robert Denmark and Harriet Gorran, through their student survey research assistance; by the Brooklyn College Sociology Department, Dr. Jerome Krase, Chairman, and Dr. Daniel Claster, Associate Professor and by the District 22 Drug Abuse Prevention Council, Dr. Moses Pfefferbaum, Chairman, through their creation of the Comprehensive Substance Abuse Information System, and the publication of the system's First Year Report 1979-80, which provided the foundation for this evaluation effort.

The New York State Division of Substance Abuse Services (DSAS): June Glaser, our program specialist; Rod Brooks, of the DSAS Bureau of Management Information Services; both of whom have supported our efforts in computerizing the program's reporting and data-collecting systems, and have given us the technical assistance to make the DSAS Guidelines work for us.

Interns from City-As-School, Stephen Roberts, Matthew Rose and Jose Velez, provided us with assistance in entering data into the computer as well as compiling statistical data.

Program staff have been most helpful in this venture, in their timely submission of reports, and their cooperative attitude toward responding to our staff questionnaire.

A special thanks to Superintendent Ralph T. Brande, for allowing us to use the services of Stephen Radin, District 22 Computer Consultant. Mr. Radin's untiring efforts in helping us to design and write the computer programs allowed us to collect and analyze much of the data discussed in this report.

Finally, much thanks to Pauline Antonio, whose assistance in editing, whose skills at graphic design and layout, and whose dedication to the program, are responsible in large measure for the quality of the finished product. ■

INTRODUCTION

The self-evaluation project of the ALTERNATIVES program is mandated by the DSAS guidelines for the operation of School-Based Substance and Alcohol Prevention Programs. While self-evaluation is mandated by these guidelines, it also serves to meet a host of other programmatic and administrative needs. The ALTERNATIVES program and Community School District 22 can benefit from an ongoing and systematic study and review of services provided to students and their families. The initiation of this study process in a more formal fashion is new and represents a step forward in the growth and development of ALTERNATIVES.

In considering self-evaluation, some fundamental concerns and issues become evident. What are we doing? Is there a need for what we do? Can we document what we are doing? Who is our program serving? How is our program accomplishing what we do? Why are we doing it this way? What professional support is there for what we do? These concerns guided the development of the evaluation described in this report. In addition, there are other issues, equally important, which are described below.

Feedback concerning program activities is a significant consideration in this self-evaluation. The feedback process is ongoing and conducted by examining various program forms and reports. Detailing that process and its results is an important means of improving the administration and efficient delivery of services. Sharing the process and its results is important in maintaining the openness and accountability of the program. By both detailing and sharing, the feedback process is expanded and is made more meaningful and valuable to all interested parties.

Program development is enhanced by the self-evaluation process. Through the analysis of resource input, service outcomes and program impact, the future planning of ALTERNATIVES can be conducted in a more systematic and refined manner. Through the compilation of information important for self-evaluation, the program gains a new perspective of its operations. The self-evaluation process brings together the facts of the program and makes them readily accessible. Ongoing assessment, and program development will benefit from this process.

Replicating the success of ALTERNATIVES requires an historical and contextual understanding of the program. The self-evaluation report is the appropriate place to record facts which will contribute to a fuller understanding of the success as well as the limitation of program efforts. The need for community awareness, and support of substance abuse prevention services can not be overstated. The self-evaluation report is an important means of maintaining and increasing that awareness. Its availability to all segments of the community will enhance the status and credibility of ALTERNATIVES.

A cost effectiveness analysis can be facilitated using data collected as part of this self-evaluation. Certain operational responsibilities can then be met. These include the need to account for the use of public funds, the future allocation or reallocation of funding resources, for the comparison of cost effectiveness of service modalities, and for determining the efficiency of ALTERNATIVES' operation.

Some basic questions surface concerning the evaluation process. How comprehensive should it be? What are the resources available to conduct this self-evaluation? How should the goals and needs identified in the planning of the evaluation be addressed? This self-evaluation is a compilation of a number of independent projects that, each in its own way, shows a piece of what ALTERNATIVES is and what it is accomplishing. This was the only practical way to meet the goals set in conducting this self-evaluation with the limited resources available.

The reader is referred to the Comprehensive Substance Abuse Information System, First Year Report 1979-80 for a detailed description of the substance abuse prevention needs of the district. This report, available from the ALTERNATIVES office, examines indirect drug use indicators that are found in the New York City Health Department, Police Department, and the Board of Education data records. The report and the system were initiated by the cooperative efforts of the Brooklyn College Department of Sociology and the district's Drug Abuse Prevention Council and can provide the reader with an overview of the substance abuse problem as it is revealed through these sources. ■

SECTION I

SUMMARY & RECOMMENDATIONS

SUMMARY & RECOMMENDATIONS

The object of this report is to present the self-evaluation of ALTERNATIVES, the Drug and Alcohol Prevention Program of Community School District 22. The report contains a descriptive overview of the program in Section I. The program is a broad-based substance abuse prevention effort, funded by the state, that provides direct services to the students and the families of Community School District 22. ALTERNATIVES has an extensive support network at the state, city and local level, and works in close cooperation with local school principals and the educational staff.

ALTERNATIVES has three service modalities. Prevention services provide students, parents, and the community with the understandings of the nature and factors of substance abuse. For this year, an average of 208 prevention groups were active each month with an average of 1,450 participants. Intervention services focus on the needs of at-risk or using individuals through either a small group setting or on an individual basis. This service attempts to minimize or eliminate the risk or role that illicit substance use has in the lives of the participants. An average of 38.5 intervention groups were active each month with an average of 326 participants. A total of 191 students were served on an individual basis in this modality. The Alternate Class serves a small number of students in two class settings. This modality services students who do not function in a normal class setting, and who wish to change self-defeating behavior so that they may return to the school's mainstream. Thirty (30) students participated in this service.

ALTERNATIVES' staff of 19 Instructors of Addiction (I/A's) is composed of a core of 10 staff. These 10 staff each have more than nine years experience in serving the district. The remaining staff of nineare new to the position. The staff is predominantly female, with 85% of all staff holding college degrees and 60% of these being at the graduate level. Each staff member has taken an average of four (4) training workshops provided by the state's Division of Substance Abuse Services. Training is readily available to maintain and improve professional skills of the staff.

The students served by the program at the time of this study were predominantly male by a ratio of two-to-one. The majority of intervention students (90%) were between the ages of eleven and fifteen. The ethnic balance of program students mirrored that of the district student population. Slightly more than half the students (55%), were living with both parents. Counselors of the program determined that 51% of the students who entered the program in need of intervention services, were experiencing problems in the area of school, social, and personal life adjustment. Reported substance abuse at intake was documented for 11% of the intervention clients.

Slight changes in this year's attendance, when compared to last year's, were noted in clients served. Students who were identified as hard core truants, absent for 75% or more of the time, were reduced from 1.5% of the population to 0%. The population with an absence rate of 25% to 75% increased slightly (4.3%), and the population absent 0% to 25% decreased

slightly (4.1%). These changes may be accounted for by maturation factors and not necessarily service impact. The program would like to have reported an increase in the 0-25% group, and a decrease in the 25-75% group. Yet, the reported data may still reflect a positive impact. The program may be minimizing the type of change reported and expected in this group of students. Within the Alternate Class, the seventh grade students showed a reduction in absences from school. Their absent rate, as a group, dropped from 21.5% for the prior school year to 10.7% at the conclusion of this school year. The ninth grade class showed an increase in their overall absent rate. They went from 11.6% for the prior year to 16.9% for the current year. A number of factors may have contributed to this: the class was new to the school, it was the first year that the teacher worked with ninth graders, the class youth advisor was new to the program, and two students had more serious attendance problems that the program, with the cooperation of the school, chose to confront.

The academic performance of participating students showed an improvement. The analysis showed that 69% of the population had passing grades at admission while 79% of the students showed passing grades by termination. Behavior marks also improved for the participating student. Students receiving an "S" (Satisfactory) for behavior increased 6%. Students receiving a "U" (Unsatisfactory) decreased 3%, and students receiving an "N" (Needs Improvement) decreased 3%. Of the students (80%) for whom adjustment to school, personal, and social life was a factor at admission, 69% were judged improved by counselors, 23% showed no change, and 8% were judged regressed. Of the students (16%) for whom substance abuse was a factor at admission, 57% were judged improved by counselors, 35% showed no change, and 18% were judged regressed. Of the students (17%) for whom alcohol abuse was a factor at admission, 65% were judged improved by counselors, 24% showed no change, and 11% were judged regressed. Of the students (20%) for whom attendance/truancy was a factor at admission, 45% were judged improved by counselors, 35% showed no change, and 20% were judged regressed. Of the students (73%) for whom poor academic grades were a factor at admission, 64% were judged improved by counselors, 25% showed no change, and 11% were judged regressed. Of the students (44%) for whom family problems were a factor at admission, 61% were judged improved by counselors, 32% showed no change, and 7% were judged regressed.

ALTERNATIVES surveyed staff and requested feedback concerning the program's services and recommendations for the future. Staff indicated that the services were relevant to the needs of students, particularly the discussion group format, that they are supported by both program and school administration, and that the area that needs improvement is in staff sharing and communications at all levels.

The district's principals were surveyed and the majority responded that the program was effective in their schools, that relations with the assigned staff was excellent, and that they wanted services to continue next year. They recommended a balance of 54.3% for intervention services and 45.6% for prevention/education services.

Parents associations' response to the questionnaire was minimal. Seven associations retured their questionnaire. This limited response was positive in its evaluation of program services.

Alternate Class participants and their parents responded most favorably to the services of the program according to the questionnaires they returned. The majority of students and parents found the Alternate Class "very helpful" in the participants' school work this year. Twenty-four students and twelve parents submitted questionnaires. Students and parents judged participants more "turned on" to school, with "much better" school work, "much better" motivation, and a "much better" attitude towards themselves and others.

The responses to the Group Participant Questionnaire showed that the program has met the objectives sought from the group experience. The majority of participants are learning about themselves and others. They are sharing and expressing feelings with others. Change in their actions has occurred through communication within the group. Almost all of the group participants seem to feel a sense of belonging within the group. This data appears to confirm the staff evaluation concerning the overall effectiveness of the rap/discussion group process.

A survey of student drug use, reaching 345 students and conducted with the technical and research capabilities of the Fordham University Drug Prevention Research Program during the months of October 1981 and February 1982, indicated a reduction in the reported use of marijuana, psychedelics, ups, downs, and opiates for students who received intervention and/or prevention services. A comparison group of 64 students surveyed at the same time showed an increase in the use of these substances. The changes noted in the use of alcohol, as measured by the survey scales, show a minimal increase; this increase does not indicate any meaningful change. The changes in all categories were not significant statistically, but there appears to be a clear trend toward halting drug use among the participants. The reported levels of all substance use was minimal. This fact made the finding of statistically significant differences in the data very difficult. The significance of the Piers-Harris questionnaire, also administered at this time, is minimal but does represent a positive change in self-attitude. The result of the full-year testing may show more conclusive changes.

The following suggested recommendations are based on the findings of this self-evaluation report:

- The current predominance of female staff is a result of many factors. ALTERNATIVES may benefit from a more balanced male/female staff population.

- Male clients outnumber female participants two-to-one. The program should review this, and examine the availability of intervention services for female students.

- The success factors currently used to measure the service impact do not relate specifically to the primary reason for admission into the program. Identifying the factors that relate specifically to the primary reasons for admission and measuring the changes of these factors may reveal more specific results of the impact of services.

- The staff has expressed a need for improved communications. This need should be addressed at staff conferences, and suggestions obtained from staff as to the most relevant and effective means for meeting this need.

- The Parents Associations' response to their questionnaire was minimal. The use of a telephone questionnaire may provide the needed contact that could improve this process. This should be suggested to the District Conference of Parents Associations and, if acceptable, attempted on a trial basis.

- The current student drug use survey may not be able to measure the level of substance use for the district's population. Consideration should be given to the use of another instrument that can provide the discrimination in levels of use indicated in the Fordham University Drug Prevention Research Program. ■

SECTION II

DESCRIPTIVE DATA

PROGRAM ORGANIZATION

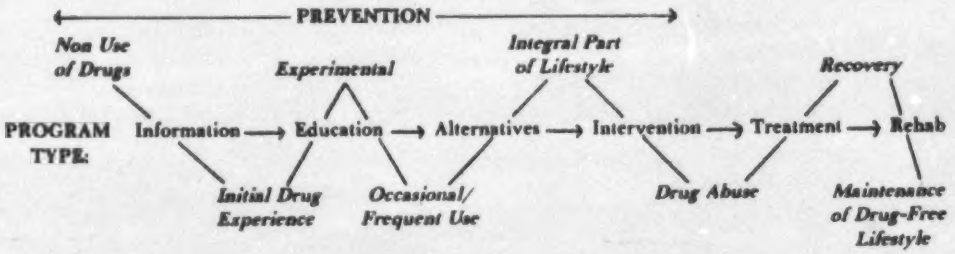
ALTERNATIVES is the Drug and Alcohol Prevention Program for Community School District 22 funded by the New York State Division of Substance Abuse Services. Community School District 22 is responsible for identifying the needs for the drug and alcohol prevention services among its students and designing program strategies that will meet those needs. The district's community school board, upon the recommendation of the district superintendent, reviews the service proposal and approves the request for funds to implement that proposal. The ALTERNATIVES program director is responsible for screening and selecting the necessary staff to implement the proposal. With the cooperation of the local school principal, the director assigns workers to various school sites within the district. Program services are tailored to the needs of the school and its students, while remaining within the scope of the approved proposal. Parent and community support is also essential in the development and implementation of the local program.

ALTERNATIVES is guided by the N.Y.S. Division of Substance Abuse Services Guidelines for School-Based Substance and Alcohol Abuse Prevention Programs (September 1981). The services that are described within these guidelines provide the basis of the program activities that are developed by ALTERNATIVES. The guidelines allow flexibility in selecting services that meet the unique needs of the district. However, the program may only select from among the services described. In addition, the program must also adhere to the standards established by DSAS in utilizing any of the approved services.

The district did not need to change any of its service activities because of the new guidelines. Some modifications in service levels were made in order to comply with the case record and activity reports that were required. ALTERNATIVES utilized all guidelines service modalities in the structure of its program. These included: INFORMATION activities, EDUCATION TO PREVENT SUBSTANCE ABUSE activities, INTERVENTION activities, and ALTERNATIVE SCHOOL activities.

The guideline services are modeled after the National Institute on Drug Abuse (NIDA) Drug Abuse Program Continuum (Figure 1). The adoption of this program continuum as a standard for the field of substance abuse prevention has provided the structure necessary to research, develop and evaluate the prevention effort. While the standard is not wholly founded on empirical research, the activities deal with a host of factors that have been identified as contributing to the increased use of mind altering substances.

Figure 1. NIDA Drug Abuse Program Continuum



It Starts with People: Experiences in Drug Abuse Prevention is a publication of NIDA that succinctly details the development of the prevention strategies. The reader is referred to this publication for further reference on this issue. Copies of It Starts with People are available at the ALTERNATIVES office.

The district contributes to the operation of the program beyond just making space available. The District 22 Community School Board, under the leadership of Chairman Walter K. Sadowski, has approved the proposal application and the reception of funds for these services. Community Superintendent Ralph T. Brande has cooperated in every way to support the delivery of services to students and their families. The district provides the support of the computer coordinator for programming and technical assistance. The program is able to use computer technology in management and evaluation of program services because of his assistance. Public relations efforts are enhanced by the artwork design and bulk rate mail privileges that come through the superintendent's office. The Alternate Class was supported with enrichment programs through the district. These programs included computer literacy and career education activities.

The New York City Board of Education, through its central headquarters, is the conduit agency that receives, manages, and disperses the funds that are granted to the district. The central headquarters examines and clears staff selected for program positions, negotiates personnel contracts, sets personnel standards, issues the payroll checks for staff, maintains fringe benefits, and disperses other-than-personnel-services funds in accordance with documented requests by local programs.

The central headquarters also provides programmatic support on various levels. Through the Office of the City-Wide Coordinator for Drug Prevention Programs, technical assistance is available in designing and implementing the district's program proposal. The city-wide coordinator also guides the many central offices as they deal with the district programs. Discrepancies are frequently resolved, and assistance in maintaining appropriate funding allocation from the state is given. In addition, there is the Chancellor's Task Force on Drug Prevention Programs. This task force is a cooperative effort by the Chancellor of the N.Y.C. Board of Education and the district program to spearhead problems of mutual concern. Central headquarters also monitors the implementation of the approved program proposal. This monitoring is conducted by the Office of Funded Programs' Bureau of Monitoring and Review. At least three times a year this bureau provides guidance to the district superintendent and to the ALTERNATIVES program staff in correcting any deficiencies observed.

The program maintains contact with the state's Division of Substance Abuse Services through the Bureau of Prevention. A program specialist is assigned to guide and monitor the district's program. This assignment entails proposal review and recommendation for approval, the ongoing review of program compliance with the DSAS guidelines, and any guidance needed for maintaining such compliance. Any major revisions in the program's proposal and delivery of services requires prior approval

by the bureau. It also must approve any purchase of equipment that is necessary for effective program operation. The program receives support from other bureaus within DSAS. Training for staff is available from the Bureau of Training and Resource Development. The Bureaus of Management Information Services and Cost Effectiveness & Research provide the district with assistance in needs assessment and programmatic data.

ALTERNATIVES is assisted in its efforts by an informal support structure that has been instrumental in maintaining program services for the youth and the community. This structure is composed of various segments of the community and the local schools.

The program has received invaluable resources for student and community information and education activities from federal government agencies including NIDA and NIAAA. Much of this is informational booklets and resource sharing. Congressman Leo H. Zeferetti, with his work on the Select Committee on Narcotic Abuse and Control, has been most effective in securing federal support and cooperation.

At the state level, the program has received the ongoing attention of community legislators. This group of individuals includes state senators and assemblymen. Contact has been maintained through their local offices. Their support has consisted of school and community programs concerning drugs and the law, visits to schools to meet with students and parents, and guidance for the community outreach programs.

Within District 22, the program has worked closely with such groups as the Drug Abuse Prevention Council (DAPC), parents associations, community planning boards, community development corporations, local colleges, hospitals, law enforcement agencies, and local health department offices. Some of these efforts have been more formal, such as the Task Force Against the Sale of Alcohol to Minors, cooperative health fairs, and community-wide surveys. Other contacts simply represent mutual concern and sharing of the information and resources.

A summary of these contacts and cooperative efforts are included below. These activities help broaden the scope and impact of ALTERNATIVES. They keep the community alerted to the continuing need for services and effort in combating the problems of drug and alcohol use.

During the 1981-82 school year, meetings and presentations were made before the District Conference of Parents Associations, J.H.S. 240 and I.S. 14 Parents Associations, the Parents Associations of Public Schools 119, 152, 193, 195, 198, and 277. A workshop series was conducted for parents with the cooperation of the DAPC and the district's Ecology Center. ALTERNATIVES also participated in the District 22 Annual Educational Conference, the Substance Abuse '81 State-Wide Conference, and the Youth Substance Abuse Conference for union members and their families at District Council 37 headquarters in Manhattan. Literature and information displays were presented at these conferences.

Senior citizen programs initiated by ALTERNATIVES' staff included a sharing program conducted with students and senior citizens at Public Schools 195 and 277, and a special senior citizens' performance of

"Oliver" given by the students at I.S. 14. A series of drug awareness workshops for senior citizens was conducted in cooperation with the DAPC and the district's Ecology Center.

ALTERNATIVES supported two special youth programs presented by Community Board 14. These included Flatbush Youth Day '81 at Prospect Park and the Youth Services Network Conference at the Flatbush-Tompkins Congregational Church. The staff assisted in organizing, publicizing, and implementing these activities. A display was presented at the Youth Services Network Conference as well as at a Health Fair conducted by Kings Highway Hospital at Public School 193.

The administrative staff of ALTERNATIVES participated in the planning of the Substance Abuse '81 State-Wide Conference. They also represent the district at the Southern Brooklyn Mental Health Council. Finally, ALTERNATIVES was selected to host a musical concert sponsored by the radio station WRKS-FM. This concert was held at Andries Hudde J.H.S. 240, and 750 students attended the performance. ■

STAFF PORTRAITURE

The ALTERNATIVES staff involved in providing direct services to the students, parents, and the school community of District 22, Brooklyn, New York, for the 1981/82 school year, included nineteen (19) instructors of addiction (I/A's) or youth advisors, as they are identified in the schools, of whom five (5) worked for only one-half of the year, and two (2) teachers. In addition, the program employs a director, an assistant director, and a secretary.

The director and his staff are responsible to the District 22 Community Superintendent. Frequent consultation, direction, guidance, and feedback are received from the superintendent's office. The high level of support and cooperation that exists between the district superintendent, his staff, and ALTERNATIVES contributes greatly to the program's accomplishments.

A general picture of the staff shows that the average number of years working in the program is four (4), and although nine (9) new staff members were hired this year, at least five (5) members of the staff have been with the program for over nine (9) years. Of the staff, 82% hold college degrees, with 60% of those being on a graduate level.

There are almost twice as many females as males employed by the program; 65% females, 35% males. Why this is so, and what, if anything, can be done to change this, is an interesting question, especially when coupled with the knowledge that the client population is 60% male and 40% female.

All of the staff have received training supplied by the DSAS Training and Resource Unit. Throughout the ten (10) years of program, the staff has participated in a total of ninety-five (95) courses and workshops, with an average of four (4) courses taken by each staff member. Although most of the in-service training comes from DSAS, ALTERNATIVES has brought training packages into the district for its' staff. Examples of some of these are: CPR, Family Systems Workshops, Adolescent Alcoholism Training Program, Drug Abuse Prevention for the Deaf, Narcanon Workshop, and Death Education Workshop. Some staff have participated in the district's in-service training, particularly in sex education.

Although new staff members are continually coming into the program, the related experiences they bring with them, combined with the 60% of the staff who have been employed at least one year, provide a depth of knowledge and continuity to the program.

Unusual in the program, are the levels of help given new youth advisors through in-house individual training and support. A new worker is assigned to observe one or two school sites in the district and to monitor various aspects of the job within each school. The new worker is assigned to a senior I/A, who serves as a mentor, and is available to the new I/A on an individual basis, whenever help is needed.

When a permanent school assignment is finally made, the new worker goes into that school with the director or the assistant director, is introduced to the administration, and a conference is set up outlining the program which will be developed and services to be offered. New staff are generally assigned to elementary schools and are asked to provide only prevention services for their first six months. This is a period of internship.

This year (1981-82) saw a large staff turnover and increase. Nine new staff members were hired, one staff member promoted to senior I/A, and one elevated to principal I/A. This entailed much time spent interviewing, processing, training, and placing of new personnel, to be accomplished with a minimum of disruption to the ongoing services. Assignments to schools had to be made individually, matching worker to school. Various criteria were used in this process, some of which being: age, experience, sex, ease of transportation, size of school, services previously provided, space available at school, response of community, faculty, administrators, parents association, and age of children to be serviced. In several instances, even with careful planning, assignments proved to be unsuitable, and staff was reassigned to a different site.

The need to adapt to the new guidelines initiated by DSAS this year caused considerable concern because of lack of program input, lack of relevancy, unacceptable data collecting requirements, and the time constraints involved in developing new forms and training staff in their use. Workers underwent undue strain in getting their paperwork on line, particularly in getting their student profiles up-to-date and submitted for data entry into the program's data-collecting system. However, by mid-year the new procedures were operating routinely.

There is still concern with the amount of time necessarily diverted from direct services in order to comply with DSAS reporting requirements. Program staff are meeting with DSAS for the revision of the guidelines and student record forms. ■

SECTION III

EVALUATION DATA

STUDENT PROFILE

A composite profile of all students in the ALTERNATIVES Intervention Program has been provided. This profile consists of: demographic information, family background, presenting problems, school information, referral data, and termination status. Some data is compared pre- and post- for the program year. For example, absence, academic grades, conduct, and counselor assessment of problem areas is measured by this method. A sample of the Profile is Item 1 in the Appendix.

Most of this data is reported in percentages, and is based upon a total of 370 student profiles, 101 from the elementary schools, and 269 from the district's five junior high and intermediate schools.

Although students from age eight to seventeen are seen, 90% of the intervention clients fall between the ages of eleven and fifteen, twelve being the median age in the elementary school, and fourteen the median age in the junior high.

There are twice as many male as female clients in the program. Ethnically, the ALTERNATIVES Intervention Program clients follow very closely the ethnic breakdown percentages for District 22 as a whole. Whereas, the district names 48% of its population as minority; 48.1% of the program clients are minority students.

Although the vast majority (80%) of participating students have one or more sisters or brothers, a significant number (20%) are the only child in their family. Over 55% of the clients seen this year are living with both parents. Of the students living with only one parent, many more are living with their mothers than are living with their fathers. Only 5% of the clients are not living either with their mothers, fathers, or both.

Approximately 75% of the program population entered this year as new participants. Most of the clients came to the program through various school referrals, and 27% were self-referrals.

Counselors in the ALTERNATIVES program determined that 51% of the clients, admitted into the program, were experiencing problems in the area of adjustment to their school, personal, or social life. Academic problems accounted for 17% and family problems 12%, as the stated primary reason for admission. Substance and alcohol abuse, as a primary reason for admission, accounted for 11% of the clients in the program. Truancy/attendance was selected as a primary reason for admission only 5% of the time.

A significant positive correlation exists between the counselors' and the students' selection of primary reasons for admission. However, the one area where students tend to disagree with the counselor about the primary reason for admission is in the reporting of drug and alcohol use. The students felt this was a primary problem 8% of the time, while the counselors measured this at 11%.

The pre- and post-data regarding absences compares figures collected for the year before admission into the program to the number of absences during the program year. The results seem to be inconclusive. As a matter of fact, there seems to be a slight increase in the amount of the absenteeism over the course of a year. The year before admission, 95% of the students were absent 0-25% of the school year. By the end of their time in the program, 91% of the students were absent 0-25%. However, during the same period of time, hard-core truancy (absence rate of at least 75% of school days) amongst students in the program went down to 0% from 1.5% prior to services. More students seem to fall into the 26-50% catagory at the end of the program year than at the beginning.

In comparing academic standings, based on students reports, the results were much more clear-cut. Ten percent (10%) more of the students receiving services showed passing academic grades at the end of their time in the program, than did at admission. Sixty-nine per cent (69%) had passing grades at admission compared to 79% at termination. Conduct marks improved as well, with 3% less marks of "U", 3% less marks of "N", and 6% more marks of "S" by the end of the program year.

The results of the Citywide C.A.T.(California Achievement Test), applied to all NYC public school students and given in April of every school year, showed that, in 1981, 92% of the students in the ALTERNATIVES Intervention Program were reading below grade level. There was no substantial change in this percentage at the end of the school year. However, it is significant to note that the vast majority of clients in this program are under-achieving in school.

Students spend anywhere from one to ten months as intervention clients in the program. Over half of the clients (57%), spent from eight to ten months in the program. Their status at termination varies. However, based upon counselor assessment, 56% of the clients complete the program year as "successfully terminated". A total of 8% are withdrawn from the program by their parents or decide, themselves, that they would rather not receive service. For the remaining 36%, termination takes place because a student graduates, drops out of school, or it is the end of the school year.

The status at termination relative to the problems that were identified by counselors at admission, or during the course of service, are judged by the counselor at the time that the profile is completed. Each problem area is given a final assessment and judged improved, no change, or regressed.

Of the students for whom substance abuse was identified as a factor (16%), 47% were judged improved, 35% exhibited no change and 18% were judged regressed.

Of the students for whom alcohol abuse was identified to be a factor (17%), 65% were judged improved, 24% showed no change, and 11% were judged to have regressed.

Of the students for whom attendance/truancy was identified a factor (20%), 45% were judged improved, 35% showed no change, and 20% were judged regressed.

Of the students for whom adjustment to school, personal, and social life was identified as a factor (80%), 69% were judged improved, 23% showed no change, and 8% were judged regressed.

Of the students for whom academic grades was identified as a factor (73%), 64% were judged improved, 25% showed no change, and 11% were judged to have regressed.

Of the students for whom family problems was identified as a factor (44%), 61% were judged improved, 32% showed no change, and 7% were judged to be regressed.

Conclusion • In reviewing the statistics appearing above, several issues need to be explained and explored. Most importantly, comparing the same kind of data on all students regardless of their presenting problem, seems to hamper the program's ability to interpret the pre- and post-scores for students who exhibit a particular problem. Certainly, more of a positive change could be shown if attendance figures were compared for only those students having an attendance problem, academic grades compared for students experiencing problems in that area, etc. Furthermore, in the area of attendance, where, in fact, clients seemed to show a slight increase in the amount of time lost over the period of the program year, several other factors need to be considered. It is not until attendance becomes a problem that a client is admitted for service. Therefore, the attendance data for the year prior to service, the pre-data, may show fewer absences than current data, the post-data. Another factor which needs to be studied is how much the increase in the maturity level of the clients during the year of service impacts upon their rate of attendance. Baseline district data shows that as students mature, attendance figures tend to drop. Days present are highest in elementary school, drop somewhat in junior high and intermediate schools, and drop significantly in high school. The clients in the ALTERNATIVES Intervention Program seem to follow that pattern.

Another problem encountered was the difficulty in collecting the bulk of the 1982 C.A.T. reading scores by the end of the school year. Many of the schools in the district did not have this information available at the time it needed to be collected. Therefore, the results for that factor are based on a much smaller number of profiles.

Examining all of this material closely has helped the program to understand the need for some changes in the design of any future analysis packages, to better measure the impact of the ALTERNATIVES Intervention Program. ■

SERVICE LEVELS

The review of the levels of service for the three program modalities, Prevention, Intervention and Alternate Class services, was conducted through an analysis and summary of the monthly reports submitted by field staff. This information was also used in completing monthly reports to DSAS's Bureau of Management Information Services.

Within the intervention services, the average number of active groups per month for the entire year was 38.5. The average number of students active per month in the groups was 326.1. The average number of sessions per month for all services offered through the intervention modality was 293. A total of 370 students were served in the groups, while a total of 191 were served on an individual basis. The total number of clients seen as non-enrollees for the year was 542.

For the prevention services, the total groups active each month was 208, while the average number of clients active at the end of each month was 1,450. The program conducted 504 sessions per month. The total number of attendees per month at these sessions was 4,871.

If we compare the levels of services before and after the implementation of the DSAS Guidelines for School-Based Drug and Alcohol Prevention Programs, the average number of intervention groups per month, before the new guidelines was 62, and the average number of clients active at the end of each month was 399. After the new guidelines, the number of intervention groups per month was 28.4 and the average number of clients 295. Non-enrollee count before the guidelines was 24 per month. After the guidelines came into affect it was an average of 67 per month. The changes in prevention services were noted. The average number of clients per month before the guidelines was 576, while after the guidelines the figure was 1,824. These changes represented the recording of client services in categories that had to comply with the guidelines. We felt that the overall level of services was consistent.

The Alternate Class component conducted two classes with a total of 30 students served in the classes. In addition to academic studies, the program involved the students in career education and computer literacy.

The attendance data for the Alternate Class participants was reviewed closely. Class 9-14, the ninth grade class, had an absent rate of 11.61% in the school year prior to their participation in the program. For students who completed a full year in the Alternate Class program the absent rate at the end of the year was 16.92%. Seven students had a drop in their overall rate of absences, with an average decrease of 4.3%. Eight students had an increase in their overall rate of absences, with an average increase of 15.9%. The total average change in the percent of absences for all participants in class 9-14 was 6.6% increase. In a study of the changes in half-day absences, six students decreased their number of half-day absences, two students increased this number, and seven were unchanged in having none last year and none this year.

The attendance figures for Class 9-14 were particularly affected by two students that developed more serious attendance problems during their participation in the program. The program worked closely with the students, their families and the school in maintaining their academic achievement while the attendance problems were being confronted. Even with consideration given for these students the attendance results were not up to expected standards. Consideration must also be given to the fact that the class was new to the school, the teacher assigned to the class was working at the Junior High School level for the first time, and the youth advisor assisting the class was a new employee.

The students of class 7-14, which has operated in the school for the past five years, had an absent rate of 21.54% in the school year prior to their participation in the program. For students who completed a full year in the Alternate Class program the absent rate at the end of the year was 10.73%. Nine students had a drop in their overall rate of absences, with an average decrease of 9.5%. Six students had an increase in their overall rate of absences, with an average increase of 3.2%. The total average change in the percent of absences for all participants in 7-14 was a 4.4% decrease. In a study of the changes in half-day absences, nine students decreased their number of half-day absences, three students increased this number, and three were unchanged in having none last year and none this year.

Conclusion ● The initial implementation of the state guidelines in the fall term had a disruptive impact. The program had to redirect services for prevention and intervention modalities as defined in the new guidelines. When these adjustments were made, the staff was able to bring service activities to the levels suggested in the state guidelines.

The program estimates that it served just over 1,000 students through its intervention modality, and that it served over 11,000 students through its prevention modality. Without a drug use indicator that can more accurately measure drug usage by the district's student population, it is difficult to judge the degree that this level of service meets the needs of the student population. This may be overcome next year when the DSAS Bureau of Research and Evaluation conducts its Periodic Assessment of Drug Use Among Youth in 1983. The results of a survey conducted this school year are reported in Survey Results found on page 29 of this report.

Program services in the Alternate Class component varied with the unique character of the two classes conducted. The new group, class 9-14, had to overcome the difficulties of maintaining acceptable attendance levels. Class 7-14 had its routines in place, and this was reflected in its low absence rate and in the improvements made by most students in attendance. ■

STAFF QUESTIONNAIRE - Program staff were asked to complete a survey concerning their observation of program implementation and direct services during the past year. A copy of the questionnaire is attached as Item 2 of the Appendix.

Relative to questions concerning student participation, ten of the staff reported that the extent to which students accept services voluntarily, is "a lot" or "most often". Three staff reported this as "somewhat". Nine staff reported that in their groups, students "sometimes" provide the topics for discussion. Four staff reported the students provided topics "a lot", and two reported the contribution as "not-at-all". Ten staff indicated that giving drug information was not a priority in their work. Two indicated that giving drug information was a priority. One staff responded it was a priority "sometimes". All staff responded that when students reported drug use, it was symptomatic of other problems.

The program activity that staff feels is most important to the students is "rap groups", which was selected by ten staff. "One-to-one discussions", "positive alternatives", and "improving student self-image", was each selected by three staff. "Learning about body language", "receiving drug information", "engaging in self-evaluation", and "academic improvement", was each selected by one staff member.

The response by staff as to what is working well in the design of ALTERNATIVES, included "rap groups", selected by five staff. "Positive alternatives" and "one-to-one contacts" was each selected by three. "Intervention services", "prevention services", and "basic design" was each selected by two. "The Alternate Class", "flexibility in development of program", "good rapport with students", and "DSAS training" was each selected by one staff.

Fifteen staff members feel that the ALTERNATIVES administration "has been supportive" to the services they provide in the schools. One member indicated a "question mark". Ways for the program administration to be more supportive included, "team building", "rap sessions with staff", and "quicker action on problems" as indicated by four staff. "More training" was requested by two staff, and "more supervisory observations", "more supplies", "provide information", and "the opportunity to observe senior youth advisors" was each indicated by one staff member.

In response to the request for suggested changes that could improve the delivery of direct services to students and their families, three staff responded "none", and two responded "parent outreach". "More information on referrals", "more contacts with agencies", "more drug education and assembly programs", "articulation with elementary schools", "more family assistance", "more individual assistance", "better balance of services reflecting ethnic populations", "better communications with program staff", and "working in one school five days a week" was each indicated by one staff member.

Twelve staff members indicated that their school administration was supportive of their efforts; two responded that their school administrators were not supportive and one responded that the administration was "somewhat" supportive.

In response to suggestions on the ways school administration could be more supportive, eight staff indicated that their school administrators are "very supportive". "Being more involved", "making better space available", "trusting the program", "being kept informed of the program", and "dealing with problems quickly", was each selected by one staff member. Two staff left this answer blank.

To the question requesting suggestions for areas to strengthen the program, five staff indicated "better communication among staff". "None" and "need assistance in referral techniques" was each indicated by three staff. "Better training program", "school level meetings available for staff", "more direction for new staff" and "preventing individuals from monopolizing meetings" was each indicated by one member.

Conclusion • The review of this data confirms the staff's view that the basic design of the program is working at the school level. The selection of the rap group format and one-to-one contacts is the focus in the design and implementation of the program, and this meets with staff approval. No one area of change was highlighted and the broad-based nature of recommended changes reflect the unique needs of each school assignment. These may be dealt with on an individual basis. The staff feels much support at both the district and school levels of administration. However, they express a need for developing closer communication amongst program staff. Reinforcement of this is found in the answers to the request for suggested areas of strengthening the program. All the suggestions for this were in the area of staff training and improving communications.

PRINCIPAL QUESTIONNAIRE - The district's principals responded most positively to the Principal Questionnaire. A copy of the questionnaire is included as Item 3 in the Appendix. Eighteen questionnaires were returned. Eleven of the principals judged the effectiveness of the program as "excellent", three responded as "good", one judged it as "fair", and two did not answer. Twelve found the professional relationship with program staff to be "excellent", three judged this "satisfactory", while two found the relationship "poor". Concerning the question about having opportunity to communicate regularly with program staff, fifteen principals said "yes, they did". Concerning the frequency of these consultations, five indicated "always", seven selected "frequently", and three selected "occasionally". Two principals said they "rarely" had the opportunity to communicate.

In response to the question about principal's consultation with program staff for specific concerns, twelve principals said they "did". In rating this consultation, ten principals judged it as "excellent", and two judged it as "good". Five principals said they "did not" consult.

Thirteen principals indicated that program staff were available for faculty consultation; eight rated this consultation as "excellent" and five

rated it as "good". Two said staff were not available for consultation, and two principals did not answer. Seven principals said that staff were available for teacher training workshops; three principals judged this service as "excellent", two judged it as "good", and two did not rate this. Seven felt the staff were not available, and three principals left this item blank. The combined average of the percents of time principals would like to see devoted to intervention or prevention/education activities was 54.3% for intervention services and 45.6% for prevention/education services.

The principal's suggestions for services in the coming year include, "continuing and expanding services at schools", which was selected by four principals. "Assigning more experienced staff", "exercise great care in discussions of personal items", "some culminating activity or project", "limit staff turnover", "offer outreach during breakfast and lunch sessions", was each offered by one principal.

Conclusion • The staff has gained the support of school administrators and has established effective working relationships in their assigned school. The few incidents that reflected less than satisfactory relationships were isolated and can be followed-up in the 1982/83 school year. The request for continued and expanded services gives direction for program development in the coming years.

PARENTS ASSOCIATION QUESTIONNAIRE - Seven parents associations responded to the Parents Association Questionnaire. A copy of the questionnaire is included in the Appendix as Item 4. Five associations indicated that the staff was available for workshops and meetings, and four said staff was available for consultation. One rated the effectiveness of these services as "excellent", three associations rated them "good", one rated them as "satisfactory", and one association did not answer. Two associations said that staff was not available for meetings or consultation. Two associations indicated that they had feedback from their membership about the program. Four indicated that they had no feedback.

Concerning the implementation of services with children, one association rated it as "excellent", four associations indicated that "it was good", and two did not answer. When asked for suggestions, three associations responded that "the services should be continued". The other respondents left this blank.

Conclusion • Since only seven parents associations responded, there is clearly a need for more direct communication with parent associations in each school. Feedback from associations is important in developing relevant and effective services.

ALTERNATE CLASS QUESTIONNAIRE, STUDENTS & PARENTS - A survey was conducted of the Alternate Class participants and their parents. Twenty-four students and twelve parents responded to the survey. Copies of the survey are included in the Appendix as Items 5 and 6. The questionnaire responses of this survey are presented below.

1) Students were asked if they were "turned on" to school this year.
   Five selected "strongly agreed".
   Seven indicated "agreed".
   Six selected "neither agreed nor disagreed".
   Three selected "disagreed".
   Two indicated "strongly disagreed".

2) The parents responded to a similar question about their children's attitude.
   One parent selected "strongly agreed".
   Five indicated "agreed".
   Three selected "neither agreed nor disagreed".
   One selected "disagreed".
   One parent indicated "strongly disagreed".

3) Parents responded to a question about the quality of their child's school work.
   Three parents judged it as "much better".
   Five judged it as "somewhat better".
   Two indicated "about the same".
   One selected "somewhat worse".

4) Students also rated the quality of their school work.
   Fourteen rated this as "much better".
   Five indicated "somewhat better".
   Three indicated "about the same".
   One indicated "somewhat worse".

5) Parents rated the ability of their children to get along with others.
   One indicated "much better".
   Three selected "better".
   Seven selected "about the same".
   One left this blank.

6) Students rated their ability to get along with others.
   Ten indicated "much better".
   Four selected "somewhat better".
   Nine selected "about the same".
   One indicated "somewhat worse".

7) Parents were asked to rate their children's feelings about themselves.
   Five indicated "much better".
   Three selected "somewhat better".
   Four selected "about the same".

8) Students also rated their feelings about themselves.
   Nine rated this as "much better".
   Four selected "somewhat better".
   Nine selected "about the same".
   One indicated "somewhat worse".

9) Parents rated their children's motivation to do well in school.
   Five rated this as "much better".
   Five selected "somewhat better".
   One indicated "somewhat worse".
   One rated this as "much worse".

10) Students rated their motivation to do well in school.
   Fourteen rated this as "much better".
   Six selected "somewhat better".
   One selected "about the same".
   Two selected "somewhat worse".

11) Parents and students responded to a question as to whether the class was better for the students than the regular class setting.
   Nine parents and fourteen students indicated "yes".
   None selected "no".
   Two parents left this blank.

12) A composite summary of an evaluation of special Alternate Class features indicated that the parents and students found these features very helpful. Included in these features are: individual counseling, group counseling, small class size, weekly performance reports, program telephone, and program staff. The evaluation of these features by parents and students are:

   An average of 7.8 students found these "very helpful".
   An average of 4.4 students rated them as "more helpful".
   An average of 1.2 students found them "helpful".
   An average of .4 students found them "somewhat helpful".
   An average of .2 students rated them as "not helpful".

   An average of 5.2 parents found these "very helpful".
   An average of 1.5 parents rated them as "more helpful".
   An average of 1.5 parents rated them as "helpful".
   An average of .8 parents found these as "somewhat helpful".
   An average of 0.0 parents indicated "not helpful".
   An average of 1.3 parents left this blank .
   An average of 1.7 parents indicated that they "didn't know about these".

Conclusion • Consistently, parents and students feel the Alternate Class setting to be better suited to the needs of the students. The participating students give the class more credit for the positive changes they make than do their parents. The responses of both students and parents indicate the achievement of program goals for the participants. Students feel better about their performance in school, and feel better about themselves, and about their ability to get along with others. Consideration must still be given to the duration of this program and the effect it has on student performance in school when students are returned to the mainstream.

GROUP PARTICIPANT QUESTIONNAIRE - Participants in the program's rap and discussion groups were given a chance to evaluate the group experience, and provide the program with insight as to the relevancy of this service modality. A review of 537 completed questionnaires was made, and is summarized below. A copy of the questionnaire is included as Item 7 in the Appendix.

1) In response to the question, "Have you learned anything about yourself?",
   295 students selected "a lot".
   170 students selected "a little".
   38 students selected "not at all".
   34 students left it blank.

2) In response to the question, "Have you learned anything about other people?",
   276 students selected "a lot".
   214 students selected "a little".
   28 students selected "not at all".
   19 students left it blank.

3) In response to the question, "Have you shared your feelings and/or opinions with the group?",
   200 students selected "a lot".
   298 students selected "a little".
   27 students selected "not at all".
   12 students left it blank.

4) In response to the question, "Have you changed the way you think or act?",
   145 students selected "a lot".
   224 students selected "a little".
   108 students selected "not at all".
   60 students left it blank.

5) In response to the question, "Did you use anything you learned in the group outside the group?",
   162 students selected "a lot".
   210 students selected "a little".
   115 students selected "not at all".
   50 students left it blank.

6) In response to the question, "Do you feel part of the group?",
   370 students selected "a lot".
   120 students selected "a little".
   21 students selected "not at all".
   26 students left it blank.

Conclusion • The responses to the questionnaire show that the program has met the objectives sought from the group experience. The majority of participants are learning about themselves and others. They are sharing and expressing feelings with others. Change in their actions

has occurred through communication within the group. Almost all of the group participants seem to feel a sense of belonging within the group. This data appears to confirm the staff evaluation concerning the overall effectiveness of the rap/discussion group process.

STUDENT DRUG USE SURVEY - In order to provide some measure of program service impact on drug use of students, a survey was conducted using a survey instrument developed by Fordham University. It was used as part of their Drug Prevention Research Program. This survey was administered to 345 students during the fall 1981 school term and compares the changes in drug use during this semester of services. A copy of the survey instrument is included in the Appendix as Item 8.

The ALTERNATIVES' survey of student drug use, conducted with the technical and research capabilities of the Fordham University Drug Prevention Research Program during the months of October 1981 and February 1982, indicated a reduction in the reported use of marijuana, psychedelics, ups, downs, and opiates, for students who received intervention and/or prevention services. A comparison group of 64 students surveyed at the same time showed an increase in the use of these substances. The changes noted in the use of alcohol, as measured by the survey scales, was minimal, and does not indicate any meaningful change. Students had choices in reporting the frequency of their substance use in various scales in the Fordham instrument. The values of the scales were established as a measure of student lifetime use of various substances: zero (0) representing no use, one (1) representing use of a substance once, two (2) representing the use of a substance on 2 or 3 occasions, and so on. The data provided by Fordham is summarized on the chart below. The data will be updated when the Fordham Research Project has the opportunity to analyze the testing data collected during May and the group observation data collected over the course of the year.

District 22
Pre-Test & Post-Test Means for Experimental & Comparison Subjects on Drug Usage Scales

Substance	Experimental (281)		Comparison (64)	
	Pre-Test	Post-Test	Pre-Test	Post-Test
Alcohol	1.5449	1.5838	1.3852	1.3694
Marijuana	.6678	.6631	.3709	.4970
Psychedelics	.1149	.0871	.0000	.0676
Ups	.2679	.2348	.0914	.1768
Downs	.1365	.1179	.0337	.1030
Opiates	.0566	.0395	.0014	.0205
Others	.3136	.3443	.2986	.2200
Piers-Harris Self Concept	55.2954	56.2829	57.6250	56.7578

The survey also included a Piers-Harris Self Concept questionnaire which is part of Item 8 of the Appendix. The total scale on that also indicated an increase in means for the experimental group, and a decrease in the comparison group's mean.

Conclusion • The changes in all categories were not significant statistically, but there appears to be a clear trend in halting drug use among the participants. The reported levels of all substance use was minimal. This fact made the finding of statistically significant differences in the data very difficult. The difference in scores between the experimental and the comparison groups at pre-test is of concern. Further investigation is needed to identify any bias in the selection of the comparison students. The existence of such low levels of substance use is also of concern. Continued surveys may verify these first results or provide new information. The significance of the Piers-Harris questionnaire is minimal, but does represent a positive change in self-image. The result of the full-year testing may show more conclusive changes. ■

SECTION IV

APPENDIX

Item 1

Alternatives

DRUG AND ALCOHOL PREVENTION PROGRAM
COMMUNITY SCHOOL DISTRICT 22

ALTERNATIVES PROGRAM - STUDENT PROFILE

1981/82

Youth Advisor: _____

PRU #: ○○○○○

PRU TYPE (I or A):
(Interv or Alt.Class) ○

STUDENT CODE: ○○○○○
(C)-Control student only c/f
(F)-Fordham participants

ZIP (112 ? ?): ○○

D.O.B.: ○○ mn ○○ dy ○○ yr

SEX (M or F): ○

GRADE (4 to 9): ○

CLASS: ○○○○

ETHNICITY: ○
1-Black
2-White
3-Hispanic
4-Alaskan Native
5-W.Indian
6-Asian/Pacific Islander
7-Other _____

FAMILY INFO: ○
1-Living w/ both parents
2-Living w/ Mother
3-Living w/ Father
4-Living w/ guardian/ foster parent
5-Other(specify)
_____

SIBLINGS (number): ○○
first name / age / living home
_____ ___ yes/no
_____ ___ yes/no
_____ ___ yes/no
_____ ___ yes/no

INTAKE DATE: ○○ mn ○○ dy ○○ yr

INTAKE INFO: ○
1-New participant
2-Former participant
in which grades ? (4-5-6-7-8)
(circle grades that apply)

REFERRAL SOURCE: ○○○○
1-Parents
2-Self
3-Peers
4-Teachers
5-School Adm.
6-Guidance
7-Staff
8-Outside Agency
9-Others(specify)
_____

Counselor's Determination of REASON FOR ADMISSION: ○
select one primary reason(a - g)

1-not a factor
2-low factor
3-medium factor
4-high factor
5-undetermined

(rate all reasons from 1 - 5)

a-Substance use/abuse	1-2-3-4-5
b-Alcohol use/abuse	1-2-3-4-5
c-Truancy	1-2-3-4-5
d-Maladjustment in	
Personal life	1-2-3-4-5
Social life	1-2-3-4-5
School	1-2-3-4-5
e-Academic problem	1-2-3-4-5
f-Family problems	1-2-3-4-5
g-Other(specify)	1-2-3-4-5

_____

Client's - ○
REASON FOR ADMISSION (select one a-g)
(rate all reasons from 1 to 5)

a-Substance use/abuse	1-2-3-4-5
b-Alcohol use/abuse	1-2-3-4-5
c-Truancy	1-2-3-4-5
d-Maladjustment in	
Personal life	1-2-3-4-5
Social life	1-2-3-4-5
School	1-2-3-4-5
e-Academic problem	1-2-3-4-5
f-Family problems	1-2-3-4-5
g-Other(specify)	1-2-3-4-5

_____

SCHOOL DATA at intake:

1-# of DAYS ABSENT ○○○ (1) ○○ (½)

2-BASE ATTENDANCE period ○○○

3-ACADEMIC STANDING ○
A= 100 - 90
B= 89 - 80
C= 79 - 65
F= 64 or less

4-CONDUCT / CUTS ○○
S= satisfactory
U= unsatisfactory
N= needs improvement
or indicate # of cuts

5- CALIFORNIA ACHIEVEMENT TEST
TEST date: 04/81
AVERAGE score (grade equiv.) ○○.○

MEDICAL HISTORY: ○
Currently under medical care:
a-yes b-no c-unknown
Recent medical exam: ○
a-within 6 months
b-more than 6 months

OTHER AGENCIES: ○○○○
1-Mental Health-community
2-Mental Health-school
3-DSAS Treatment
4-Police
5-Courts
6-None
7-Other (specify)
_____
_____

INTERVENTION MODALITY: ○○○
at intake (omit for Alt. students)
1-individual assist. ongoing
2-individual assist. crisis
3-group assist.
4-referral (complete Referral Data)
5-no further action

TERMINATION DATE : ○○ ○○ ○○ (mn dy yr)
Primary REASON for TERMINATION:
a-successful completion ○
b-participant withdrew
c-parent objected
d-participant referred
e-participant graduated
f-dropped out of school
g-other(end of year,or specify) _____

INTERVENTION MODALITY: ○○○
at termination
1-individual assist. ongoing
2-individual assist. crisis
3-group assist.
4-alternate class
5-referred (complete REFERRAL DATA)

SCHOOL DATA at termination:
1-# of DAYS ABSENT ○○○ (1) ○○ (½)
2-BASE ATTENDANCE period ○○○
3-ACADEMIC STANDING
A= 100 - 90 ○
B= 89 - 80
C= 79 - 65
F= 64 or less

4-CONDUCT / CUTS ○○
S= satisfactory
U= unsatisfactory
N= needs improvement
or indicate # of cuts.

5-ACHEIVEMENT TEST INFO
TEST date: 04/82
AVERAGE score(grade equiv.)
○○.○

Counselor's determination of
FINAL ASSESSMENT:
1-not a factor
2-improved
3-no change
4-regressed
5-undetermined
(rate all 1 to 5)

a-Substance use/abuse	1-2-3-4-5
b-Alcohol use/abuse	1-2-3-4-5
c-Truancy	1-2-3-4-5
d-Maladjustment in Personal life Social life School	1-2-3-4-5
e-Academic problem	1-2-3-4-5
f-Family problems	1-2-3-4-5
g-Other(specify) _____	1-2-3-4-5

REFERRAL DATA:
Consultation with administration
Referral made to: ○○ ○○ ○○ (mn dy yr)
agency name _____
address _____
_____
contact person _____
phone _____
Agency intake date: ○○ ○○ ○○ (mn dy yr)
Accepted: yes / no
Follow up - active after:
30 days --- yes / no
60 days --- yes / no
90 days --- yes / no
Comments:
_____
_____
_____
_____
_____
_____
_____

Item 2

SELF EVALUATION - STAFF QUESTIONNAIRE - 1981/'82

TO WHAT EXTENT DO STUDENTS SEEK YOUR ASSISTANCE ON A VOLUNTARY BASIS? (Circle one)

Not at all Somewhat A lot Most

WHEN STUDENTS INDICATE DRUG USE, IS IT SYMPTOMATIC OF OTHER PROBLEMS? Yes or No

IS GIVING DRUG INFORMATION A PRIORITY IN WHAT YOU DO? Yes or No

WHAT PROGRAM ACTIVITIES DO YOU FEEL ARE MOST IMPORTANT TO THE STUDENTS WHO COME TO YOU?

.....

.....

.....

.....

DO STUDENTS PROVIDE THE TOPICS OF DISCUSSION FOR THE GROUPS THAT YOU CONDUCT? (Circle one)

Not at all Somewhat A lot Most

WHAT DO YOU FEEL IS WORKING WELL IN THE DESIGN OF THE ALTERNATIVES PROGRAM?

.....

.....

.....

.....

DO YOU THINK THAT THE ADMINISTRATION OF ALTERNATIVES PROGRAM HAS BEEN SUPPORTIVE TO THE SERVICES THAT YOU HAVE BEEN ASKED TO PROVIDE IN THE SCHOOL? Yes or No

HOW COULD THE PROGRAM ADMINISTRATION BE MORE SUPPORTIVE?

.....

.....

.....

.....

WHAT CHANGES WOULD YOU RECOMMEND TO IMPROVE THE DELIVERY OF DIRECT SERVICES TO STUDENTS AND THEIR FAMILIES ?

.....

.....

.....

.....

HAS THE ADMINISTRATION OF YOUR SCHOOLS BEEN SUPPORTIVE TO YOUR WORK? Yes or No

HOW COULD THE SCHOOL ADMINISTRATION BE MORE SUPPORTIVE?

.....

.....

.....

.....

WHAT OTHER AREAS OF THE PROGRAM DO YOU BELIEVE COULD BE STRENGTHENED?

.....

.....

.....

.....

Alternatives
DRUG AND ALCOHOL PREVENTION PROGRAM
COMMUNITY SCHOOL DISTRICT 22

Item 3
Ralph T. Brande, Community Superintendent
John Blangiardo, Director
Judith Gold, Coordinator
1981/82

PRINCIPAL QUESTIONNAIRE

PRINCIPAL:_____

SCHOOL:

1) As you perceive the implementation of our program in your school, how would you rate its effectiveness with the students serviced?

Excellent_____Good_____Satisfactory_____Fair_____Poor_____

2) How would you describe the professional relationship between the Youth Advisor assigned to your school and yourself?

Excellent (supportive and complementary)_____

Satisfactory (operates in their own sphere w/o conflict)_____

Poor (makes friction and conflict)_____

3) Do you and the Youth Advisor regularly communicate with regard to youngsters being serviced?

Yes always_____

Yes frequently_____

Yes occasionally_____

No, rarely_____

No, never_____

4) Have you made use of your school's Youth Advisor on a consultative basis when specific information or advice is needed?

Yes_____ No_____

If the answer to the above question is "yes," how would you rate this service?

Excellent_____Good_____Satisfactory_____Fair_____Poor_____

DRUG AND ALCOHOL PREVENTION PROGRAM

Principal Evaluation (pg.2)

5) Has the Youth Advisor assigned to your school made himself available to the faculty for.....

a. Consultation: Yes_____No_____

b. Teacher Training Workshops: Yes_____No_____

6) If you made use of either of the above services, how would you rate the effectiveness of each?

a. Consultation:

Excellent_____Good_____Satisfactory_____Fair_____Poor_____

b. Teacher Training Workshops:

Excellent_____Good_____Satisfactory_____Fair_____Poor_____

7) As we plan for next year--
Based on your knowledge of your student population, what % of time should the Youth Advisor devote to each of the following activities:

_____ Intervention Services--characterized by individual and group assistance for students who exhibit an inability to function effectively.

_____ Prevention and Education--characterized by meetings with half a class in topic oriented discussions, also included are parent workshops and peer leadership activities.

(all services should add to 100%)

Do you have any suggestions and/or recommendations?

_____

_____

_____

_____

Item 4

Alternatives

DRUG AND ALCOHOL PREVENTION PROGRAM
COMMUNITY SCHOOL DISTRICT 22

Ralph T. Brande, Community Superintendent
John Blangiardo, Director
Judith Gold, Coordinator

1981/82

2525 Haring Street
Brooklyn, N. Y. 11235
Phone: 891-8990

PARENTS ASSOCIATION QUESTIONNAIRE

Name of School _____

P. A. President _____

1) Has the Youth Advisor assigned to your school made himself available for Association activities such as workshops, meetings or consultation?

a. Workshops YES_____ NO_____

b. Meetings YES_____ NO_____

c. Consultation YES_____ NO_____

2) If your Parents Association made use of any of the above activities, how would you rate the effectiveness of the activity.

Excellent____ Good____ Satisfactory____ Fair____ Poor_____

Reasons: _____

_____

_____

3) a. Do you have feedback from your membership concerning the implementation of our program in your school? YES_____ NO_____

b. If yes, please elaborate _____

_____

_____

_____

_____

(over please)

DRUG AND ALCOHOL PREVENTION PROGRAM

Parents Questionnaire (continued) Pg. 2

3) c. As you perceive the implementation of our program in your school, how would you rate its effectiveness with the youngsters serviced?

Excellent_____Good_____Satisfactory_____Fair_____Poor_____

Reasons:_____

_____

_____

_____

4) Do you have any suggestions and/or recommendations?

_____

_____

_____

_____

_____

_____

_____

Alternatives

COMMUNITY SCHOOL DISTRICT 22

Ralph T. Brande, Community Superintendent
John Blangiardo, Director
Judith Gold, Coordinator

Item 5

STUDENT QUESTIONNAIRE - ALTERNATE CLA

1981/82

Dear Students:

As the school year comes to an end I would like to enlist your assistance in evaluating this year's program. This will help in making plans for next year's Alternate Class. For each question please circle your answer and when necessary add comments at A or B.

1. Compared to last year, I am now "TURNED ON" to school . . . . .

1 STRONGLY DISAGREE	2 DISAGREE	3 NEITHER AGREE NOR DISAGREE	4 AGREE	5 STRONGLY AGREE

A. If you are "TURNED ON" to school what do you think are the reasons?

_____
_____
_____
_____
_____

B. If you aren't TURNED ON", what do you think are the reasons?

_____
_____
_____
_____
_____

2. Compared to last year:

	MUCH WORSE 1	SOMEWHAT WORSE 2	ABOUT THE SAME 3	SOMEWHAT BETTER 4	MUCH BETTER 5
A. My school work is					
B. I get along with others	1	2	3	4	5
C. My feelings about myself are . . .	1	2	3	4	5
D. My wanting to do well in school is	1	2	3	4	5

3. Below is a list of features of the Alternate Class program. How helpful has each feature been to you?

	1 NOT HELPFUL	2 SOMEWHAT HELPFUL	3 HELPFUL	4 MORE HELPFUL	5 VERY HELPFUL	6 I DON'T KNOW ABOUT THIS
individual counseling						
group counseling						
small class size						
bi weekly performance reports .						
the program staff						

4. Do you think the Alternate Class has been better for you than a regular class?

YES _____ NO _____

Why? _____
_____
_____

Alternatives

COMMUNITY SCHOOL DISTRICT 22

Ralph T. Brande, Community Superintendent
John Blangiardo, Director
Judith Gold, Coordinator

ALTERNATE CLASS
PARENT'S QUESTIONNAIRE

Item 6
1981/82

STUDENT'S NAME: _____ SCHOOL: _____

Dear Parents:

As the school year comes to an end I would like to enlist your assistance in evaluating this year's program. This will help in making plans for next year's Alternate Class.

1. Compared to last year, my son/daughter is now "TURNED ON" to school . . . . .

1	2	3	4	5
STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE

A. If your son/daughter is more "TURNED ON" what do you think are the reasons?

_____
_____
_____
_____
_____

B. If your son/daughter is now "TURNED OFF", what do you think are the reasons?

_____
_____
_____
_____
_____

2. Compared with last year, the quality of my son's/daughter's school work is . . . . . .

1	2	3	4	5
MUCH WORSE	SOMEWHAT WORSE	ABOUT THE SAME	SOMEWHAT BETTER	MUCH BETTER

A. If the quality of work is BETTER, what do you think are the reasons?

_____
_____
_____
_____
_____

B. If the quality of work is WORSE, what do you think are the reasons?

_____
_____
_____
_____
_____

3. Compared with last year, my son's/daughter's ability to get along with others is . . . . . .

1	2	3	4	5
MUCH WORSE	SOMEWHAT WORSE	ABOUT THE SAME	SOMEWHAT BETTER	MUCH BETTER

A. If their ability to get along with others is BETTER, what do you think are the reasons?

_____
_____
_____
_____
_____

B. If their ability to get along with others is WORSE, what do you think are the reasons?

_____
_____
_____
_____
_____

(OVER PLEASE)

4. Compared to last year:

A. My child's feeling about himself/herself has gotten . . . . . 1 MUCH WORSE | 2 SOMEWHAT WORSE | 3 ABOUT THE SAME | 4 SOMEWHAT BETTER | 5 MUCH BETTER

B. My child's motivation to do well in school has gotten . . . . . 1 MUCH WORSE | 2 SOMEWHAT WORSE | 3 ABOUT THE SAME | 4 SOMEWHAT BETTER | 5 MUCH BETTER

5. A. Do you think the Alternate Class has been better for your child than a regular clas:
Yes ___ No ___

B. What do you think the Alternate Class program did for your child that the regular class would not have done? _____

_____

_____

6. Answer this question ONLY IF your child has improved this year.

Below is a list of features of the Alternate Class program. How helpful has each feature been in contributing to your child's improvement.

	1	2	3	4	5	6
individual counseling	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	MORE HELPFUL	VERY HELPFUL	I DON'T KNOW ABOUT THIS
group counseling	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	MORE HELPFUL	VERY HELPFUL	I DON'T KNOW ABOUT THIS
small class size	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	MORE HELPFUL	VERY HELPFUL	I DON'T KNOW ABOUT THIS
bi weekly performance reports .	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	MORE HELPFUL	VERY HELPFUL	I DON'T KNOW ABOUT THIS
classroom telephone	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	MORE HELPFUL	VERY HELPFUL	I DON'T KNOW ABOUT THIS
the program staff	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	MORE HELPFUL	VERY HELPFUL	I DON'T KNOW ABOUT THIS

7a. Have you felt that the Alternate Class staff was willing to help you with your child in both school and non school matters? Yes _____ No _____

b. Why do you feel this way? _____

_____

_____

8. What improvements would you suggest for the Alternate Class program? _____

_____

_____

_____

_____

_____

Item 7

DATE _____

Alternatives

COMMUNITY SCHOOL DISTRICT 22

SCHOOL _____ YOUTH ADVISOR _____

STUDENT _____ OFFICIAL CLASS _____

QUESTIONNAIRE FOR GROUP PARTICIPATION

DATE _____

1. Have you shared your feelings and/or opinions with the group?

   a. not at all
   b. a little
   c. a lot
   d. not sure

   Explain _____

2. Have you learned anything about yourself?

   a. not at all
   b. a little
   c. a lot
   d. not sure

   Explain _____

3. Have you learned anything about other people?

   a. not at all
   b. a little
   c. a lot
   d. not sure

   Explain _____

4. Have you changed the way you think or the way you act?

   a. not at all
   b. a little
   c. a lot
   d. not sure

   Explain _____

(over)

5. Did you use anything you learned in the group outside of the group?

a. not at all
b. a little
c. a lot
d. not sure

Explain _____

_____

_____

6. Do you feel a part of the group?

a. not at all
b. a little
c. a lot
d. not sure

Why? _____

_____

_____

7. What you personally got from being part of the group? _____

_____

_____

_____

8. Can you make any suggestions about how the group should be run? _____

_____

_____

_____

_____ (10-11) Age _____

_____ (12) Male or Female _____

_____ (13-14) Grade _____

Home Room or Official Class This Year _____

Home Room or Official Class Last Year _____

What School did you attend Last Year? _____

FORDHAM UNIVERSITY

RESEARCH ON DRUG ABUSE PREVENTION TECHNIQUES

INTRODUCTION

This survey is being conducted by Fordham University in selected elementary, intermediate and junior high schools throughout New York City. The answers you give will help your school set up better programs to meet the needs of students who have questions or problems related to drug and alcohol use.

This survey is NOT A TEST. There are no right or wrong answers to the questions.

Taking part in this survey is completely voluntary. If there is any question that you do not feel comfortable answering or that you feel you cannot answer honestly, just leave it blank. If, for any reason, you do not wish to complete the survey, please work quietly at your seat while other students complete it.

All the information in this survey is CONFIDENTIAL. DO NOT WRITE YOUR NAME ANYWHERE IN THIS BOOKLET. Please do not share confidential answers with anyone else. We hope you will feel free to answer exactly the way you feel.

We think you will enjoy completing this survey. Be sure to read the directions which follow before you begin to answer. Thank you for being an important part of this project.

DIRECTIONS

Darken only one circle for each question or part of a question.

___ (15) **1. Are you**

- ○ Black
- ○ Hispanic
- ○ Other

THE FOLLOWING QUESTIONS ARE ABOUT ALCOHOL. In the questions below, don't count the times you drank for religious reasons.

___ (16) **2. How many times (if any) have you had a drink of beer, wine or hard liquor.**

A. In your lifetime

- ○ Never
- ○ 1 Time
- ○ 2-3 Times
- ○ 4-9 Times
- ○ 10-19 Times
- ○ 20-39 Times
- ○ 40 + Times

___ (17) B. During the last 30 days

- ○ Never
- ○ 1 Time
- ○ 2-3 Times
- ○ 4-9 Times
- ○ 10-19 Times
- ○ 20-39 Times
- ○ 40 + Times

THE FOLLOWING QUESTIONS ARE ABOUT DRUGS

3. How many times (if any) have you used MARIJUANA (grass, pot, herb, reefer)...

___ (18) A. In your lifetime

- ○ Never
- ○ 1 Time
- ○ 2-3 Times
- ○ 4-9 Times
- ○ 10-19 Times
- ○ 20-39 Times
- ○ 40 + Times

___ (19) B. In the last 30 days

- ○ Never
- ○ 1 Time
- ○ 2-3 Times
- ○ 4-9 Times
- ○ 10-19 Times
- ○ 20-39 Times
- ○ 40 + Times

4. How many times (if any) have you used HASHISH (hash, hash oil)...

___ (20) A. In your lifetime

- ○ Never
- ○ 1 Time
- ○ 2-3 Times
- ○ 4-9 Times
- ○ 10-19 Times
- ○ 20-39 Times
- ○ 40 + Times

___ (21) B. In the last 30 days

- ○ Never
- ○ 1 Time
- ○ 2-3 Times
- ○ 4-9 Times
- ○ 10-19 Times
- ○ 20-39 Times
- ○ 40 + Times

5. How many times (if any) have you used ANGEL DUST (PCP)..

	Never	1	2-3	4-9	10-19	20-39	40 +
___ (22) A. In your lifetime	○	○	○	○	○	○	○
___ (23) B. In the last 30 days	○	○	○	○	○	○	○

6. How many times (if any) have you used LSD (acid) or othe HALLUCINOGENS (mescaline)..

	Never	1	2-3	4-9	10-19	20-39	40 +
___ (24) A. In your lifetime	○	○	○	○	○	○	○
___ (25) B. In the last 30 days	○	○	○	○	○	○	○

7. How many times (if any) have you used COCAINE..

	Never	1	2-3	4-9	10-19	20-39	40 +
___ (26) A. In your lifetime	○	○	○	○	○	○	○
___ (27) B. In the last 30 days	○	○	○	○	○	○	○

8. How many times (if any) have you used HEROIN (smack, horse, skag)..

	Never	1	2-3	4-9	10-19	20-39	40 +
___ (28) A. In your lifetime	○	○	○	○	○	○	○
___ (29) B. In the last 30 days	○	○	○	○	○	○	○

9. How many times (if any) have you sniffed GLUE or inhaled SOLVENTS or SPRAYS for "kicks" or a "high"

		Never	1	2-3	4-9	10-19	20-39	40+
___ (30)	A. In your lifetime	O	O	O	O	O	O	O
___ (31)	B. In the last 30 days ...	O	O	O	O	O	O	O

10. How many times (if any) have you taken TRANQUILIZERS (like Valium, Librium, Miltown, nervous pills) without a doctor telling you to..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (32)	A. In your lifetime	O	O	O	O	O	O	O
___ (33)	B. In the last 30 days ...	O	O	O	O	O	O	O

11. How many times (if any) have you taken "UPS" (like amphetamines, speed, pep pills, diet pills) without a doctor telling you to..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (34)	A. In your lifetime	O	O	O	O	O	O	O
___ (35)	B. In the last 30 days ...	O	O	O	O	O	O	O

12. How many times (if any) have you taken "DOWNS" (like barbiturates, Tuinals, Seconal, goofballs, "reds", rainbows, sedatives, Quaaludes, Darvons) without a doctor telling you to..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (36)	A. In your lifetime	O	O	O	O	O	O	O
___ (37)	B. In the last 30 days ...	O	O	O	O	O	O	O

13. How many times (if any) have you taken METHADONE without a doctor telling you to..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (38)	A. In your lifetime	O	O	O	O	O	O	O
___ (39)	B. In the last 30 days ...	O	O	O	O	O	O	O

14. How many times (if any) have you taken NARCOTICS other than heroin or methadone (like opium, morphine, codeine, Demerol) without a doctor telling you to..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (40)	A. In your lifetime	O	O	O	O	O	O	O
___ (41)	B. In the last 30 days ...	O	O	O	O	O	O	O

15. How many times (if any) have you taken COUGH MEDICINE or cold remedies for "kicks" or a "high"..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (42)	A. In your lifetime	O	O	O	O	O	O	O
___ (43)	B. In the last 30 days ...	O	O	O	O	O	O	O

16. How many times (if any) have you taken a drug for "kicks" to get "high" but you did NOT KNOW WHAT DRUG IT WAS..

		Never	1	2-3	4-9	10-19	20-39	40+
___ (44)	A. In your lifetime	O	O	O	O	O	O	O
___ (45)	B. In the last 30 days ...	O	O	O	O	O	O	O

THE FOLLOWING QUESTIONS ARE ABOUT DRUGS AND ALCOHOL

17. About how old were you when you FIRST (if ever)..

		Never used	8 or younger	9	10	11	12	13	14	15	16+
___ (46)	A. Drank a can/bottle of BEER.	O	O	O	O	O	O	O	O	O	O
___ (47)	B. Drank a glass of WINE.	O	O	O	O	O	O	O	O	O	O
___ (48)	C. Had a drink of HARD LIQUOR. ...	O	O	O	O	O	O	O	O	O	O
___ (49)	D. Used MARIJUANA.	O	O	O	O	O	O	O	O	O	O
___ (50)	E. Used HASHISH. ...	O	O	O	O	O	O	O	O	O	O
___ (51)	F. Used ANGEL DUST (PCP)	O	O	O	O	O	O	O	O	O	O
___ (52)	G. Used LSD or other **Hallucinogens**	O	O	O	O	O	O	O	O	O	O
___ (53)	H. Used COCAINE	O	O	O	O	O	O	O	O	O	O
___ (54)	I. Used HEROIN	O	O	O	O	O	O	O	O	O	O
___ (55)	J. Sniffed GLUE OR **inhaled SOLVENTS** or SPRAYS for "kicks" for a "high".	O	O	O	O	O	O	O	O	O	O

___ (56) K. Used COUGH MEDICINE for "kicks" or a "high" ..... Never tried it 9 10 11 12 13 14 15 16+ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

18. About how old were you when you FIRST (if ever) took the following without a doctor telling you to?

Never tried it 9 10 11 12 13 14 15 16+

___ (57) A. Ups ..... ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

___ (58) B. "DOWNS" ..... ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

___ (59) C. TRANQUILIZERS .. ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

___ (60) D. METHADONE ..... ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

___ (61) E. OTHER NARCOTICS ○ ○ ○ ○ ○ ○ ○ ○ ○ ○

19. In the past 4-6 months when was the last time you..

	Never	24 hours	During the last week	month	4-6 months
___ (62) A. Smoked a CIGARETTE	○	○	○	○	○
___ (63) B. Had a drink of ALCOHOL	○	○	○	○	○
___ (64) C. Used MARIJUANA .	○	○	○	○	○
___ (65) D. Used HASHISH	○	○	○	○	○
___ (66) E. Used ANGEL DUST (PCP)	○	○	○	○	○
___ (67) F. Used LSD or other Hallucinogenes	○	○	○	○	○
___ (68) G. Used COCAINE	○	○	○	○	○
___ (69) H. Used HEROIN	○	○	○	○	○
___ (70) I. Sniffed Glue or inhaled SOLVENTS or SPRAYS for "kicks" or a "high" .	○	○	○	○	○
___ (71) J. Used COUGH MEDICINE for "kicks" or a "high" .	○	○	○	○	○

20. Without a doctor telling you to, have you used:

	Yes	No
___ (72) A. "DOWNS"	○	○
___ (73) B. TRANQUILIZERS	○	○
___ (74) C. METHADONE	○	○
___ (75) D. OTHER NARCOTICS	○	○

21. When was the last time you used the following together either at the same time or within an hour of each other

	Never	24 hours	During the last week	month	4-6 months
___ (76) A. ALCOHOL and MARIJUANA/ HASHISH	○	○	○	○	○
___ (77) B. ALCOHOL AND "DOWNS"	○	○	○	○	○
___ (78) C. "UPS" AND "DOWNS"	○	○	○	○	○
___ (79) D. ALCOHOL AND TRANQUILIZERS ..	○	○	○	○	○
___ (80) E. ALCOHOL AND HEROIN OR METHADONE	○	○	○	○	○

22. About how many times have you cut a class or classes

	None	1	2-3	4-9	10-19	20-39	40+
___ (1) A. In the last school term	○	○	○	○	○	○	○

23. How many times have you been sent by a teacher to the Dean, Principal or guidance counselor because of your conduct or attitude

	None	1	2-3	4-9	10-19	20-39	40+
___ (2) A. In the last school term	○	○	○	○	○	○	○

24. About how many times has someone from home been called to school because of your conduct or attitude

	None	1	2-3	4-9	10-19	20-39	40+
___ (3) A. In the last school term	○	○	○	○	○	○	○

WHEN YOU HAVE COMPLETED THIS QUESTIONNAIRE, PLEASE CHECK TO MAKE SURE YOUR ANSWERS HAVE BEEN FILLED IN NEATLY AND YOUR ERASING IS CLEAN. RAISE YOUR HAND AND THE BOOKLET WILL BE PICKED UP.

Here are a set of statements. Some of them are true of you and so you will circle the *yes.* Some are not true of you and so you will circle the *no.* Answer *every* question even if some are hard to decide, but do *not* circle both *yes* and *no.* Remember, circle the *yes* if the statement is generally like you, or circle the *no* if the statement is generally not like you. There are no right or wrong answers. Only you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. My classmates make fun of me..... yes no
2. I am a happy person..... yes no
3. It is hard for me to make friends..... yes no
4. I am often sad..... yes no
5. I am smart..... yes no
6. I am shy..... yes no
7. I get nervous when the teacher calls on me..... yes no
8. My looks bother me..... yes no
9. When I grow up, I will be an important person..... yes no
10. I get worried when we have tests in school..... yes no
11. I am unpopular..... yes no
12. I am well behaved in school..... yes no
13. It is usually my fault when something goes wrong..... yes no
14. I cause trouble to my family..... yes no
15. I am strong..... yes no
16. I have good ideas..... yes no
17. I am an important member of my family..... yes no
18. I usually want my own way..... yes no
19. I am good at making things with my hands..... yes no
20. I give up easily..... yes no

21. I am good in my school work ..... yes no

22. I do many bad things ..... yes no

23. I can draw well ..... yes no

24. I am good in music ..... yes no

25. I behave badly at home ..... yes no

26. I am slow in finishing my school work ..... yes no

27. I am an important member of my class ..... yes no

28. I am nervous ..... yes no

29. I have pretty eyes ..... yes no

30. I can give a good report in front of the class ..... yes no

31. In school I am a dreamer ..... yes no

32. I pick on my brother(s) and sister(s) ..... yes no

33. My friends like my ideas ..... yes no

34. I often get into trouble ..... yes no

35. I am obedient at home ..... yes no

36. I am lucky ..... yes no

37. I worry a lot ..... yes no

38. My parents expect too much of me ..... yes no

39. I like being the way I am ..... yes no

40. I feel left out of things ..... yes no

41. I have nice hair..... yes no

42. I often volunteer in school..... yes no

43. I wish I were different..... yes no

44. I sleep well at night..... yes no

45. I hate school..... yes no

46. I am among the last to be chosen for games..... yes no

47. I am sick a lot..... yes no

48. I am often mean to other people..... yes no

49. My classmates in school think I have good ideas..... yes no

50. I am unhappy..... yes no

51. I have many friends..... yes no

52. I am cheerful..... yes no

53. I am dumb about most things..... yes no

54. I am good looking..... yes no

55. I have lots of pep..... yes no

56. I get into a lot of fights..... yes no

57. I am popular with boys..... yes no

58. People pick on me..... yes no

59. My family is disappointed in me..... yes no

60. I have a pleasant face..... yes no

61. When I try to make something, everything seems to go wrong. yes no

62. I am picked on at home ..... yes no

63. I am a leader in games and sports ..... yes no

64. I am clumsy ..... yes no

65. In games and sports, I watch instead of play ..... yes no

66. I forget what I learn ..... yes no

67. I am easy to get along with ..... yes no

68. I lose my temper easily ..... yes no

69. I am popular with girls ..... yes no

70. I am a good reader ..... yes no

71. I would rather work alone than with a group ..... yes no

72. I like my brother (sister) ..... yes no

73. I have a good figure ..... yes no

74. I am often afraid ..... yes no

75. I am always dropping or breaking things ..... yes no

76. I can be trusted ..... yes no

77. I am different from other people ..... yes no

78. I think bad thoughts ..... yes no

79. I cry easily ..... yes no

80. I am a good person ..... yes no